

**NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION  
PROGRAM APPROVAL REVIEW**

**FINAL SUMMARY REPORT  
EASTER SEALS EDUCATION PROGRAM  
JOLICOEUR SCHOOL**

**Three Sites:**  
**Mammoth Road, Manchester**  
**Zachary Road, Manchester**  
**Lancaster, NH School**  
(Separate report attached for Lancaster School)

Noel Sullivan, Educational Director

Visit Conducted on March 11 and 12, 2002  
Report Date, June 4, 2002

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## I. TEAM MEMBERS

<u>Name</u>	<u>Professional Role</u>
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### **External Team Members: (Jolicoeur visit)**

Dr. P. Alan Parry, Chairman, SERESC  
Beth Falzone, Spaulding Youth Center  
Deborah Richard, Hooksett School District  
Gail Santa, Epping Middle-High School  
Frank Scala, Sanborn Regional School Dist.  
Marie Sullivan, Youth Development Center  
Patricia Taussig, Crotched Mt Rehabilitation Ctr.

### **Building Level Team Members: (Jolicoeur visit)**

John DeVos, Project Coordinator  
Noel Sullivan, Educational Director  
Jack Tiano, School Principal  
Danielle Saitz, Case Manager (Day students)  
Gretchen Cook, Teacher, Elem/Middle  
Kevin Piotrowski, Teacher  
Dan Alexander, Coordinator of Ed. Services, Mammoth Rd  
Michael O'Hara, Coordinator of Ed. Services, Zachary Road  
Terry Sinotte, Parent/Board Member

## II. INTRODUCTION

Easter Seals is a private, non-profit corporation that provides educational and residential services to a variety of students and young adults from New Hampshire, Vermont, New York and Massachusetts. At the time of this visit, there were a total of 30 students at the Zachary Road facility (the former Lakeshore Hospital building), and about 100 students at the Jolicoeur School on Mammoth Road. Of the 30 students at Zachary Road, 15 were from New Hampshire, and only one of those was (is) a residential student. At the Jolicoeur School, about 80 students were from New Hampshire. Easter Seals operates residences for about 30 students at Zachary Road, and another 21 in the boys' residence and 24 at the girls' residence. The Lancaster, NH facility, which was visited on April 10<sup>th</sup>, has an enrollment of 20 students.

## III. PURPOSE OF VISIT

The New Hampshire Department of Education conducted a Special Education Program Approval Review at Easter Seals on March 11 and 12, 2002 for the purpose of reviewing the present status of programs and services made available to the children and youth who are enrolled in the education programs. As part of the Program Approval Visit, all of the classrooms/educational programs at Easter Seals were reviewed.

Activities related to this Program Approval Visit included the review of all application materials submitted by Easter Seals, verification of personnel credentials for special education staff, program description reviews with staff, administration and students, and classroom observations. Throughout the entire review process, the visiting team worked in collaboration with the staff at Easter Seals and their professionalism, active involvement and cooperation were greatly appreciated and recognized.

## IV. PROGRAM APPROVAL REVIEW PROCESS

The New Hampshire Department of Education provided Easter Seals with a visiting team of professional educators to work collaboratively with the staff in conducting the data collection and special education program approval activities. The two-day visit was designed as a focused review on the following areas of programming:

- Access to the General Curriculum
- Transition
- Assessment

## V. STATUS OF RECOMMENDATIONS FROM PREVIOUS PROGRAM APPROVAL VISIT

On February 6<sup>th</sup> and 7<sup>th</sup>, 1997, the Jolicoeur School was visited by a team of external educators, resulting in a report that identified several issues in need of improvement. The 1997 visit was part of a year-long study that Easter Seals was using to identify program strengths and those in need of improvement. The items noted as needing improvement in a letter dated May 5, 1997 by Mary Heath, NHDOE consultant, were as follows:

1. **Ed 1133.05 (h) Program Requirements.** Further evidence was needed to document that all students had full access to "equal educational opportunities within their program and access to the NH Minimum Standards"
2. **Ed 1133.05 (k) Personnel roster.** The school was asked to submit a personnel roster showing assignments and certifications;
3. **Ed 1133.08. Supervision and Evaluation of Staff.** The school was asked to submit a copy of written procedures for the supervision and evaluation of all staff;
4. **Ed 1133.19 Emergency Planning & Preparedness.** Written procedures for staff and students to follow in the case of emergency needed to be revised to reflect the new location of the program(s).

A "compliance corrective action plan" was compiled by Noel Sullivan, Director of Education Services, dated June 30, 1997 and submitted to the NH Department of Education as part of the report of the year's work by the IDEA committee during the 1996-1997 school year. All four of the above compliance issues were addressed in the June 30<sup>th</sup> report, and were reviewed on this current (March 2002) visit. All four of the compliance issues cited in 1997 have been addressed.

## **VI. SUMMARY OF FINDINGS**

### **Issues of Significance:**

Access to General Curriculum: Based on the 6 student files reviewed, access to the curriculum in use at the Jolicoeur School is not an issue. All six students are engaged in, and making progress with, the content offered in the Jolicoeur curriculum. This curriculum was revised during the 1998-99 school year, and has been under review again during the 2001-02 school year as part of Easter Seal's year-long self-study.

Transition: Transition planning for the six students whose files were reviewed appeared to be in place, and documented. Based on individual circumstances, transition planning occurs in a variety of ways, and often involves outside agencies.

Assessment: In addition to standardized tests, many instances of non-standardized tests and assessments were evident in the six files reviewed, including work portfolios, observational data by staff, and more.

### **Areas of Concern Based on the NH Rules for the Education of Children with Disabilities:**

#### **Access to local (general) curriculum: Ed 1119.03 & CFR 300.26, 300.347 (a).**

This can be a difficult issue for private facilities serving a population with significant disabilities, and Easter Seals School is very much aware of the difficulties in providing their students with access to the "general" curriculum. The 6 students reviewed have access to the curriculum at Easter Seals, and, as noted above, the curriculum has been re-written as recently as the 1998-99 school year. Since this area (access to NH Minimum Standards) was cited in the 1997 report as a compliance issue, it is important for Easter Seals to make continued progress in aligning their curriculum and instruction as closely as possible with the sending school districts and/or the NH Curriculum Frameworks. Hiring staff who are certified in content areas as well as special education, OR contracting with consultants who are certified in those areas (i.e., Math, English, Science, Social Studies) will allow for a closer "match" between the Jolicoeur School curriculum and that of the sending school districts. (See Recommendations #1 & 2, following)

#### **Procedural Safeguards/Notices of Meetings:**

Based on the 6 files reviewed, it appears that parents may not always be notified of their procedural safeguards as described in Ed 1125. Specifically, when notices of meetings are sent to parents, there needs to be a copy of the procedural safeguards as shown in Ed 1125. Since the school district of that child is responsible for assuring parental awareness and notification, Easter Seals may want to coordinate their meeting notice practices with each school district, OR develop a "generic" statement of procedural safeguards that will meet both the spirit and the letter of Ed 1125 (See Recommendation #3, following).

#### **Transition Activities and Consideration of Least Restrictive Environment**

In order to assure that there is regular, systematic consideration of transition planning for movement into less restrictive settings, the files reviewed at Jolicoeur School did not show a systematic record of transition planning, nor were there copies of minutes of meetings referencing LRE consideration (See Recommendation #5, following)

**Commendations :**

1. Easter Seals is to be commended for the extensive work they have done so far around curriculum, and for their continued work during their year-long process this current school year (2001-02);
2. The involvement of a cross-section of staff, as well as a parent who is also a Board member, has contributed to the quality of thinking about program improvement;
3. The use of data from staff, students, parents and administration is helping Jolicoeur School to make improvements in program and service quality;
4. The staff of Easter Seals is hard-working, dedicated and shows great concern for the students and families they work with; the Case Management system works well;
5. The facilities currently available provide excellent space (with the exception of Mammoth Road, which is still adequate), allowing for future enrollment growth;
6. The school is responsive to the needs of sending school districts, serving a wide range of students with disabilities;
7. Training opportunities are many, and having two full-time staff trainers is commendable. More specific training in certain areas is noted below in Recommendations;
8. Technology resources for both staff and students is impressive and commendable;
9. Parents interviewed were happy with the programs and progress their children are making in the school;
10. Administration is receptive and committed to continuous improvement in programs, facilities, and staff abilities.

**Recommendations:**

1. Easter Seals/Jolicoeur School staff should continue working on aligning their curriculum with the NH Frameworks, specifically in the content areas of Math, Language Arts, Science, Social Studies, Vocational Education, and Art, and they need to have contracted consultants for any content area not covered by Easter Seals staff certifications;
2. Easter Seals should be more proactive in obtaining the current curriculum for their NH sending school districts in the content areas noted above, in order to assure that their students are following the same content (as much as possible) that their non-disabled peers have access to in their home districts;
3. Easter Seals should advise their sending districts that they (Easter Seals) need to maintain evidence of Procedural Safeguards in student files.
4. Paraprofessionals attend regular training sessions for many topics, as do certified/professional staff, but a data-base may be helpful in "tracking" the individuals who have been trained in certain areas; this data-base could also incorporate the information gathered during the current year-long study, including the need for specific training, in areas such as tube-feeding and assistive communication; this same data-base could also be used to identify individuals who need re-certification in areas such as CPR, First aid, CPI, etc.;
5. Transition planning needs to be more systematically documented – a checklist, or time-line with indications of when certain activities occurred would help; consultant help from the NHDOE may be helpful for this;
6. The current \$600 per person for individual professional development is lower than many school districts, and is not adequate to cover the cost of even one graduate-level course; this should be reviewed in light of Easter Seals' expectation that certified staff should be working toward a Master's Degree;
7. The weekly meetings for professional staff are useful, but the creation of minutes, for those unable to attend, may be helpful in improving internal communication;

## VII. BUILDING LEVEL SUMMARY REPORTS

### USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

#### BUILDING LEVEL COMPLIANCE DATA SUMMARY

#### NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

**Private Facility: Easter Seals, Mammoth Rd**

**Recorder/Summarizer: Alan Pardy**

**Date: March 12, 2002**

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
Ed. 1109.05, Implementation of IEP CFR 300.342Ed. 1115.07, Provision of Non-Academic Services CFR 300.306Ed. 1119.03, Full Access to District's Curricula CFR 300.26 CFR 300.347(a) Ed. 1119.08, Equal Education Opportunity CFR 300.304		Easter Seals, Mammoth Rd
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Field trips are taken once a week. There are job sites in the community. Students earn a regular diploma.

Transition		Summary of Evidence
Ed. 1102.53, Transition Planning CFR 300.29 Ed. 1107.02, Process; Provision of FAPE CFR 300.347 (b) (1) Ed. 1109.01, Transition Services CFR 300.132 This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Easter Seals, Mammoth Rd
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	Yes, but the steps that need to be taken are not listed nor implemented without prodding from sending districts.
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (b), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<b>Easter Seals, Mammoth Rd</b>
Indicator Level and Description		
<b>0</b>	No evidence of student participation in district or state assessments	
<b>1a</b>	Student participates in district-wide and school assessments	
<b>1b</b>	Student participates in state assessment	
<b>2</b>	Alternate assessment provided as needed for both district and state assessments	
<b>3a</b>	Assessment data is used to develop IEP	IEPs reflect weaknesses documented in files.
<b>3b</b>	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Report cards, progress reports, etc. are in files.
<b>4</b>	School uses assessment data to improve student learning (state, district-wide or school assessments)	

Easter Seals, Mammoth Rd	
Strengths	Suggestions for Improvement
1. Easter Seals has Creative scheduling, and is able to be flexible in meeting students' needs. 2. Weekly field trips hold students' interest and provide incentive. 3. Staff does whatever is needed to keep students in school. 4. There is a high staff/student ratio and a knowledgeable teaching staff. 5. Teachers have a great rapport with students. Kids know that teachers care about them. 6. Teachers deal with crisis situations as they arrive with a positive attitude.	1. The main teacher should attend the IEP meetings. 2. Increase the number of textbooks and curriculum supplies. 3. Look into online information for course supplementation that follows NH frameworks. 4. Transition activities should be outlined so that there is a sequence/timeline with a checklist. 5. Small classroom size may require a limit on the number of students.



**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**  
**BUILDING LEVEL COMPLIANCE DATA SUMMARY**  
**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION**  
**SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

**Private Facility: Easter Seals, Zachary Rd**

**Recorder/Summarizer: Alan Pardy**

**Date: March 12, 2002**

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

<b>Access to the General Curriculum</b> Ed. 1109.05, Implementation of IEP 1115.07, Provision of Non-Academic Services 1119.03, Full Access to District's Curricula Ed. 1119.08, Equal Education Opportunity CFR 300.342Ed. CFR 300.306Ed. CFR 300.26 CFR 300.347(a) CFR 300.304		<b>Summary of Evidence</b>  <b>Easter Seals, Zachary Rd</b>
<b>Indicator Level and Description</b>		
<b>0</b>	Student does not have access to the general curriculum.	
<b>1</b>	Student has access to the general curriculum	
<b>2</b>	Student participates in the general curriculum in the regular classroom	
<b>3a</b>	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Little access to non-disabled peers
<b>3b</b>	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	Little opportunity
<b>3c</b>	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Students participate in field trips and community-based experiences
<b>3d</b>	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
<b>4</b>	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

<b>Transition</b> Ed. 1102.53, Transition Planning Ed. 1107.02, Process; Provision of FAPE Ed. 1109.01, Transition Services This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older CFR 300.29 CFR 300.347 (b) (1) CFR 300.132		<b>Summary of Evidence</b>  <b>Easter Seals, Zachary Rd</b>
<b>Indicator Level and Description</b>		
<b>0</b>	No evidence of transition planning	
<b>1</b>	Transition occurs, with little or no written documentation	
<b>2</b>	Written documentation exists for transition services	Minutes in file
<b>3a</b>	Team includes parents and personnel from other agencies in transition planning	Parents included in meetings
<b>3b</b>	Student is informed before age 17 of his/her rights under IDEA	No evidence
<b>3c</b>	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	Community not noted in transition plan
<b>4a</b>	District has implemented a process to evaluate the success of the student's transition	
<b>4b</b>	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<b>Easter Seals, Zachary Rd</b>
Indicator Level and Description		
<b>0</b>	No evidence of student participation in district or state assessments	
<b>1a</b>	Student participates in district-wide and school assessments	
<b>1b</b>	Student participates in state assessment	
<b>2</b>	Alternate assessment provided as needed for both district and state assessments	
<b>3a</b>	Assessment data is used to develop IEP	
<b>3b</b>	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	IEPs, progress reports, observations and informal testing are all used.
<b>4</b>	School uses assessment data to improve student learning (state, district-wide or school assessments)	

Easter Seals, Zachary Rd	
Strengths	Suggestions for Improvement
1. Wrap-around services/support services 2. Physical space 3. Staff to student ratio 4. Communication 5. Access to medical attention 6. Certified Nurse Assistants 7. Access to community opportunities 8. Parent happiness at students improvement 9. Dedicated staff – They like their jobs and students 10. Staff is respectful to students	1. Offer training in NHEIAP-ALT and in assistive communication. 2. Provide follow-up notes from meetings to support staff. 3. Offer training for staff around assistive technology & software. 4. Training is needed in specific medical procedures for support staff (i.e. tube feeding). 5. Establish a database for tracking the training activities. 6. Transitions need to be formalized and documented.

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**  
**BUILDING LEVEL COMPLIANCE DATA SUMMARY**  
**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION**  
**SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

**Private Facility: Easter Seals, Elementary Self-Contained Classroom**

**Recorder/Summarizer:** Frank Scala

**Date:** March 12, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

<b>Access to the General Curriculum</b> Ed. 1109.05, Implementation of IEP CFR 300.342Ed. 1115.07, Provision of Non-Academic Services CFR 300.306Ed. 1119.03, Full Access to District's Curricula CFR 300.26 CFR 300.347(a) Ed. 1119.08, Equal Education Opportunity CFR 300.304		<b>Summary of Evidence</b>  <b>Elementary</b>
<b>Indicator Level and Description</b>		
<b>0</b>	Student does not have access to the general curriculum.	
<b>1</b>	Student has access to the general curriculum	
<b>2</b>	Student participates in the general curriculum in the regular classroom	
<b>3a</b>	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
<b>3b</b>	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
<b>3c</b>	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	All school non-academic activities, such as skiing, museum trips, hiking, recreations time, and visits from friends, supports could include 1-1 aide.
<b>3d</b>	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
<b>4</b>	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

<b>Transition</b> Ed. 1102.53, Transition Planning CFR 300.29 Ed. 1107.02, Process; Provision of FAPE CFR 300.347 (b) (1) Ed. 1109.01, Transition Services CFR 300.132 This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<b>Summary of Evidence</b>  <b>Elementary</b>
<b>Indicator Level and Description</b>		
<b>0</b>	No evidence of transition planning	
<b>1</b>	Transition occurs, with little or no written documentation	
<b>2</b>	Written documentation exists for transition services	
<b>3a</b>	Team includes parents and personnel from other agencies in transition planning	Meeting minutes are in the file.
<b>3b</b>	Student is informed before age 17 of his/her rights under IDEA	
<b>3c</b>	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
<b>4a</b>	District has implemented a process to evaluate the success of the student's transition	
<b>4b</b>	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Elementary
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Portfolios, progress reports, daily journals, report cards, standardized tests, consultant observations and additional assessments to meet needs are all used.
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

Elementary	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>Staff/student ratio is very good.</li> <li>There is a positive work environment.</li> <li>Staff dedication and experience is evident throughout the school.</li> <li>Students' respect is also evident.</li> <li>The staff's ability to work with a wide range of abilities and disabilities is commendable.</li> <li>Administration is supportive and caring.</li> <li>The teamwork within the agency is impressive.</li> <li>Supervisor/employee relationships are relaxed and positive.</li> <li>There is a diversity of staff and a range of services.</li> <li>There is good communication between school and home.</li> <li>Student/parent interviews were glowing. They felt great about the staff and about student success.</li> <li>Paperwork and notes are extensive and clear.</li> <li>Treatment plans are well written.</li> <li>Progress reports are informative and easy to read.</li> <li>Staff and administrators continue to research opportunities for students around curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>Some meeting minutes are missing.</li> <li>Provide more information on IEPs regarding testing.</li> <li>Hold formal meetings regarding transition plans.</li> <li>A more challenging academic curriculum may be needed in some instances.</li> <li>Coordinate related services with IEPs.</li> </ol>

**VIII. ATTACHMENT: LANCASTER REPORT**

**NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION  
PROGRAM APPROVAL REVIEW**

**EASTER SEALS LANCASTER SCHOOL  
FINAL SUMMARY REPORT**

**Noel Sullivan, Vice-President, Easter Seals  
Patricia Eddy, Director, Lancaster Program**

Visit Conducted on April 10, 2002  
Report Date, June 4, 2002

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- VIII. Addendum: James O Summaries

### 1. TEAM MEMBERS

**Name**                      **Professional Role**

#### **Visiting Team Members:**

Alan Pardy	SERESC Chairperson
Karen Langley	Principal & Special Educator, Camp-E-Toh-Anee
Jeffrey Caron	Head of School, Becket School

#### **Building Level Team Members:**

Patricia Eddy	Director, Lancaster Program
Noel Sullivan	Vice President, Easter Seals



## **II. INTRODUCTION**

The Lancaster program of Easter Seals is located just beyond Whitefield, NH, in the town of Lancaster. The building, a former hunting lodge, has been converted into classroom space on the first floor, and residential housing on the second floor. There were 20 students enrolled in the school program at the time of the visit, and a total of 14 were in the residential unit. One of the residential students, from New Hampshire, attends White Mountains Regional High School, less than 3 miles away from the Lancaster School. All of the other residential students attend the day program on the first floor. The school serves students from New Hampshire, Vermont, New York and Massachusetts, and provides an education for students with a variety of disabilities, including developmental disabilities, speech and language disabilities, autism and severe learning disabilities. There is a 24-hour staff, including certified teachers, teacher aides, and speech and language clinicians, with several trained in CPR and first aid. The overnight staff includes individuals with nursing certifications. The director of the program, Pat Eddy, is a former director of special education for one of the sending SAUs – SAU 58, consisting of the towns of Groveton, Stratford and Stark. Other districts in the region send students on a day basis, while several other school districts from around the state place children there residentially, as do schools and other agencies from New York, Vermont and Massachusetts.

## **III. PURPOSE OF VISIT**

The New Hampshire Department of Education conducted a Special Education Program Approval Visit to The Lancaster Easter Seals Program on April 10, 2002, for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the Program Approval Visit, all of the educational/day services offered by the Lancaster program were reviewed. Activities related to this Program Approval Visit included the review of all application materials submitted by the SAU, verification of personnel credentials for special education staff, program descriptions, SPEDIS reports, and analysis of data collected during the visit. Data included the review of student case studies, interviews with staff, administrators, students and parents and classroom observations. Throughout the entire review process, the visiting team worked in collaboration with the staff of the Lancaster Program. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

## **IV. PROGRAM APPROVAL REVIEW PROCESS**

The New Hampshire Department of Education provided Easter Seals-Lancaster with a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the data collection and special education program approval activities. The one-day visit was designed as a focused review on the following areas of programming:

- Access to the General Curriculum
- Transition
- Assessment

The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population, ages 6-21, within the program. Evidence of the work conducted in the school and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, paraprofessionals, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data was summarized by the visiting and building level teams. The summaries, included in the report that follows, outline identified areas of strength and areas of improvement needed for the Lancaster program.

## **V. STATUS OF PREVIOUS PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS**

NA – This is a relatively new program, approved for initial operation during the 2000-01 school year.

## **VI. PROGRAM WIDE SUMMARY OF FINDINGS**

The visiting team found the following:

- An intensive program with small classes of 4 to 8 students per room;
- Adequate supplies and materials for each classroom;
- Good communication among staff, with all taking responsibility for every child;
- All staff trained in TCI (Therapeutic Crisis Intervention);
- Flexibility within the program to move students from one classroom to another, based on need;
- Program is well-organized, including student files;
- Good staff-student ratio, with appropriate specialists (one teacher is also Speech/Language certified);
- Staff is open to looking at different solutions; working together for best outcomes for students.
- Good physical facility – clean, bright and welcoming space, conducive to learning;
- A dedicated and energetic staff, administration and support staff, and good support from Easter Seals administration in Manchester.

### **ACCESS TO THE GENERAL CURRICULUM**

ED 1109.05 CFR 300.342 Implementation of IEPs

ED 1115.07 CFR 300.306 Provision of Non-Academic Services

ED 1119.03 CFR 300.26 CFR 300.347 Full Access to the District's Curriculum

ED 1119.08 CFR 300.304 Equal Education Opportunity

The IEPs for the students in Lancaster were clearly-written, well-organized, and documented how students will access the curriculum in Lancaster, which is the same curriculum as that for the Jolicoer School in Manchester. Non-academic services are provided through the use of field trips, various community-based activities, and recreational activities available in the evening for the residential students. Students have access to their sending districts' curriculum as they are able to transition back, but the nature of this population presents challenges for local districts, based on the intensity of services needed for these students to succeed in a school setting.

### **TRANSITION**

ED 1102.53 CFR 300.29 Transition Planning

ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE

ED 1109.01 CFR 300.132 Transition Services

Transition discussions occur frequently within the program and with the sending districts, but no written policies currently exist to guide the transition process (See Suggestions for Improvement, under the Building Summary).

### **ASSESSMENT**

ED 1133.05 (I) CFR 300.347 (a) (5) RSA 193-C

Student files contained a wide variety of assessment information, and staff use a variety of assessment tools, including individually-administered evaluations, classroom observations and student work.

### **SPECIAL EDUCATION PROCESS: POLICY AND PROCEDURE**

ED 1106.01 Special Education Process

ED 1103.01 Child Find, Responsibilities of the LEA

NA – Easter Seals-Lancaster is a private facility.

## **VII. BUILDING LEVEL SUMMARY REPORTS**

### **USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**

#### **BUILDING LEVEL COMPLIANCE DATA SUMMARY**

#### **NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

**School: Easter Seals-Lancaster Program**

**Recorder/Summarizer: P. Alan Pardy**

**Date: 4-10-02**

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

<b>Access to the General Curriculum</b> <u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>300.347(a)</u> <u>CFR</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.304</u>		<b>Summary of Evidence</b>  <b>Easter Seals – Lancaster Program</b>
	<b>Indicator Level and Description</b>	
	<b>0</b> Student does not have access to the general curriculum.	
	<b>1</b> Student has access to the general curriculum	
	<b>2</b> Student participates in the general curriculum in the regular classroom	
	<b>3a</b> Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
	<b>3b</b> <b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	No evidence of this.
X	<b>3c</b> Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Students participate in extra-curricular activities in the community (for all) and through evening activities for the residential students
X	<b>3d</b> <b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	For the one high school student, his school district is awarding him credits toward a regular diploma
	<b>4</b> Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

<b>Transition</b> <u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<b>Summary of Evidence</b>  <b>Easter Seals – Lancaster Program</b>
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of transition planning	
	<b>1</b> Transition occurs, with little or no written documentation	Transition discussions noted in files, but no written policy or procedures re: transitions
	<b>2</b> Written documentation exists for transition services	
	<b>3a</b> Team includes parents and personnel from other agencies in transition planning	Parents and personnel from other agencies involved in transition meetings per minutes in student files.
	<b>3b</b> Student is informed before age 17 of his/her rights under IDEA	
	<b>3c</b> Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
	<b>4a</b> District has implemented a process to evaluate the success of the student's transition	
	<b>4b</b> Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<b>Easter Seals – Lancaster Program</b>
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	2 students will have NHEIAP-ALT
	<b>3a</b> Assessment data is used to develop IEP	Assessments from variety of sources used to develop IEPs.
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Multiple sources of assessment noted in files.
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

Easter Seals – Lancaster Program	
Strengths	Suggestions for Improvement
1. Intensity of program, good staff-student ratio; 2. Strong, open communication within staff; 3. Satisfied parents; 4. Flexibility within program for student placement; 5. Good use of talents within staff (e.g., using maintenance personnel for vocational training); 6. All staff trained in TCI; 7. Program is well-organized, including files; 8. Dedicated, energetic staff and administration; 9. Good physical space.	1. Develop written policy and procedure for transition planning, with documentation; 2. Need to expand recreational opportunities available, including establishing a playground area at the facility; 3. Need to expand vocational offerings for older students; 4. Need consultation agreement for any content area for which staff do not hold certification (for middle and high school level); 5. More opportunities need to be available for interaction with non-disabled students.

# **ADDENDUM**

## **JAMES O. MONITORING PROGRAM**

### **Easter Seals – Lancaster Program**

**Student File Review**

**Case Study Document**

**Reimbursement Claim Form**

**Case Study Addendum Form**

Date: April 19, 2002

Reviewer: P. Alan Pardy

<p style="text-align: center;"><b>ADDENDUM</b> <b>JAMES O. MONITORING PROGRAM</b></p>
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Easter Seals Lancaster Program

Number of files reviewed: 2

**COMMENDATIONS:**

The files reviewed were complete, well-organized and information was readily accessible.

**CITATIONS OF NONCOMPLIANCE:**

None